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# DO 610 Emotions, Passions and Feelings

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## **Emotions, Passions and Feelings**

I. **PURPOSE:** The purpose of this course is help students develop an integrated approach to emotional healing by considering biblical, theological, psychological, and practical perspectives related to the emotions, passions and feelings. The class involves the reading and discussion of several key works related to emotional healing especially what many consider to be the greatest work in the area of pastoral theology written in the 20th century, viz., Frank Lake's *Clinical Theology*. It will also stress the importance of particularly Christian resources in emotional healing.

II. **OBJECTIVES:** By the end of the course students will:

A.. Have gained numerous biblical, theological, and psychological insights which can inform their own theology and practice related to emotional healing.

B.. Have grown in their ability to integrate biblical, theological, and psychological perspectives in developing their own approach to emotional healing.

C. Have gained in their understanding of their own personal psychological self-understanding.

D. Have grown in their love for God and their gratitude for His redemptive work rooted in Christ's passion and death on Calvary.

E. Have been exposed to a reasonable range of literature related to emotional healing.

F. Have grown in their ability to apply particularly Christian resources to the practice of emotional healing.

III. **TEXTBOOKS:**

Karl Horney, *Neurosis and Human Growth*

Charles Kraft, *Deep Wounds, Deep Healing*

Frank Lake, *Clinical Theology*

Leanne Payne, *Restoring the Christian Soul through Healing Prayer*

IV. **REQUIREMENTS:**

A. Regular and Active Participation in Class Sessions. Since during one class session each week the class will follow a discussion format, it is imperative that you be present and take an active part in the discussions. A significant percentage

of your class grade will be determined by your level of participation. The class will be divided into three groups. Each week one of the three groups will serve as the primary group in leading the discussion, although everyone in the class will also be expected to be involved. Dr. Seamands will serve as the discussion facilitator (30%).

B. Four 4-MAT Reflections based on the assigned reading for the particular day. See the explanation of the 4-Mat below (20%).

C. A final project consisting of ONE of the following (50%):

1. Two book reviews (6-8 pages each) on books related to emotional healing. Spend the first half of your review carefully summarizing the content of the book. Then in the second half of your review evaluate the content of the book in terms of its strengths and weaknesses. Here are some possible books you could choose to review:

Leroy Aden and David Benner, *Counseling and the Human Predicament*

Dan Allender, *Bold Love*

*The Wounded Heart*

Dan Allender and Tremper Longman, *The Cry of the Heart*

David Augsburger, *Helping People Forgive*

Ray Anderson, *Self Care: A Theology of Personal Empowerment*

Neil Anderson, *The Bondage Breaker*

*Victory of the Darkness*

Ruth Tiffany Barnhouse, *Homosexuality: A Symbolic Confusion*

David Benner, *Healing Emotional Wounds*

Mario Bergner, *Setting Love in Order*

Larry Crabb, *Effective Biblical Counseling*

*Connecting*

*Inside Out*

Mike Flynn and Doug Gregg, *Inner Healing*

James Friessen, *Uncovering the Mystery of MPD*

Robert Harvey and David Benner, *Understanding and Facilitating*

*Forgiveness*

Karen Horney, *Our Inner Conflicts*

*The Neurotic Personality of our Time*

William Hulme, *Counseling and Theology*

*The Dynamics of Sanctification*

Gregory Jones, *Embodying Forgiveness*

Frank Lake, *Tight Corners in Pastoral Counseling*

Soren Kierkegaard, *The Concept of Dread*

Charles Kraft, *Defeating Dark Angels*

Dennis and Matthew Linn, *Healing of Memories*

*Healing Life's Hurts*

*Deliverance Prayer*

John MacMurray, *Persons in Relation*

*The Self as Agent*

Francis MacNutt, *Deliverance from Evil Spirits*

Bernard Martin, *Healing for You*

Gerald May, *Addiction and Grace*

Rollo May, *Love and Will*

Michael McCullough, Steven Sandage, and Everett Worthington, *To*

*Forgive is Human*

Mark R. McMinn, *Psychology, Theology, and Spirituality in Christian*

*Counseling*

Gary Moon, *Homesick for Eden*

Leanne Payne, *The Healing Presence*

*The Broken Image*

Scott Peck, *People of the Lie*

*The Road Less Traveled*

Richard Roberts, *Spirituality and Human Emotion*

John and Mark Sandford, *A Comprehensive Guide to Deliverance and*

*Inner Healing*

John and Paula Sandford, *The Transformation of the Inner Man*

*Healing the Wounded Spirit*

Marguerite Schusster, *Power, Pathology and Paradox*

David Seamands *Healing Grace: Freedom from the Performance Trap*

*Healing of Memories*

Lewis Smedes, *The Art of Forgiveness*

*Forgive and Forget*

*Shame and Grace*

Paul Tillich, *The Courage to Be*

Paul Tournier, *The Meaning of Persons*

*The Person Reborn*

*Guilt and Grace*

2. Three sermons (5-7 pages each) on themes related to emotional healing and wholeness. Make sure that your sermon is a “biblical” sermon (i.e. a sermon which expounds the chosen text) and not merely “Christian” sermon (i.e. a sermon which is Christian in content but is only indirectly related to the chosen text).
3. A series of 6-8 lessons which could as a teaching series related to emotional healing and wholeness. Be sure to completely write out two of lessons. Make sure the others are outlined in detail. Describe the target audience for the lessons.
4. A 15-20 page research paper on a subject related to emotional healing and wholeness. Include at least twelve sources in your bibliography.

## V. COURSE OUTLINE & ASSIGNED READINGS FROM COURSE TEXTS:

- February 9. Course Introduction.
- February 16. Frank Lake, *Clinical Theology (CT)* “The Value of Dialogue and Listening.” Read pp. xv-100.  
Primary Group (PG) 1  
4MAT Group 2
- February 23. “Depression and Accidie.” Read CT, pp. 101-121, 132-234.  
PG 2  
4MAT Group 3
- March 2. “Resting in God.” Read pp. 290-378.  
PG 3  
4MAT Group 1
- March 9. “Hysterical Personalities.” Read CT, 379-459.  
PG 1  
4MAT Group 2
- March 16. “The Schizoid Personality.” Read CT, 553-661.  
PG 2  
4MAT Group 3
- March 23. “Christian Resources for the Schizoid Sufferer.” Read CT, 704-763, 774-828.  
PG 3  
4MAT Group 1
- March 30. “Through the Valley of the Shadow.” Read CT, 828-923..  
PG 1  
4MAT Group 2
- April 13. “The Paranoid Personality; The Cross of Christ & Human Suffering.”  
Read CT, 987-993, 1009-1058, 1098-1160.  
PG 2  
4MAT Group 3
- April 20 “The Search for Glory.” Read Karen Horney, *Neurosis and Human Growth (NHG)*, 13-154.  
PG 3

### 4MAT Group 1

April 27. “Neurotic Solutions.” Read NHG, 155-290

PG 1

4MAT Group 2

May 4. “The Virtue of Self Acceptance” Read Leanne Payne, *Restoring the Christian Soul through Healing Prayer, (RCSHP) xiii-80.*

PG 2

4MAT Group 3

May 11. “Forgiving Others and Receiving Forgiveness.” Read RCSHP, 81-182.

4MAT Group 1

PG 3

May 18 “Deep Wounds, Deep Healing” Read Charles Kraft, *Deep Wound Deep Healing,*

4 MAT everyone

### 4MAT Reflections

To do the four 4MAT reflections (named for Bernice McCarthy's 4MAT system) on the assigned readings, lay out your pages so that every pair of facing pages has these headings:

Left: Abstract Summary

Right: Concrete  
Stories/Memories  
Evoked by the Item

Reflection Expressed  
as Questions

## Action: What I Must Do Because of this?

Here are some explanations/guidelines adapted from Dr. Donald Joy to help you get a better grasp of the four elements in the 4-Mat system.

(a) **ABSTRACT:** Simply summarize the content of the book in your own words. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and intensive. The abstract should be one singlespaced page if you are typing. If you are handwriting, your abstract should be 1 & 1/2 to 2 pages in length.

Remember that meaning making requires first that you transform the reading materials into your OWN words. Effective "note taking" is more than capturing another person's words; it requires transforming a communication into your own language and symbols. Use explicit and visible QUOTE marks to identify the author's words. All other written material not clearly cited should be your own constructions and abstracted summaries of what you read.

(b) **CONCRETE:** Describe one or two personal experiences which reading the book reminded you of. Be as specific and concrete as you can, including who, what, when, where details.

If you can connect what you are reading and hearing with what you have previously lived or observed, you will be profoundly changed by the semester. If you cannot connect the semester with past and present personal realities, you will never be able to teach or use what you are learning with any conviction and effectiveness.

(c) **REFLECTION:** What questions did reading this book raise in your mind? Simply list three or four of them. Make sure they relate directly to the MATERIAL CONTENT of the book NOT to the experience(s) you have just described in b.

(d) **ACTION:** All ministry related learning MUST lead to acts of ministry--whether through transformation of your inner person or your acquiring of useful knowledge or skills. Here describe what you simply must DO if you keep faith with what you have now discovered as a result of reading this book. Include BOTH PRESENT actions you must take and actions related to your FUTURE practice of ministry.

